**Lesson Plan #3**

**Creating a Multicultural Fairytale from Gathered Research**

**Essential Question:** Can you use your research about culture to create a new fairytale?

**Goal:** The students will work together as a group with the teacher.

The students will express creativity in developing parts of a story.

The students will understand different elements of culture, and how they differ from our own culture.

**Objectives:**

Second grade students will draw conclusions from research by suggesting at least one cultural element to the teacher to incorporate into the class folktale, to be assessed by the teacher during class.

Second grade students will write at least one sentence and create at least one illustration incorporating elements of a culture, to be assessed by a grading rubric.

**Action Plan:**

**1.    Environment/materials:**

**Environment:**

Since this is a part of a collaborative lesson unit with the teacher, for this lesson, the students will remain in their classroom. The teachers will begin the class by having the students come to the rug and sit in a semi-circle in front on the smart board. Previous to the class the teacher will draw images representing symbols/elements of folktales and culture. The teacher will have also written each student’s name, with space underneath.

After the first part of the lesson (which will take place on the rug), students will return to their desk and work individually or in pairs.

**Materials:**

Space on the rug

Smart board – preselected images (drawn by teacher) and pens for creating images

Graphic organizer #1 – previously gathered research

Graphic organizer #2 – for mapping out their book page

Pencils and crayons

**2.    Special Needs:**

The school and class are set up for students with special needs. The class is a small size, with only five students in each class.

We will focus on a visual activity the first part of class. When discussing elements of culture, the teachers will allow each student to select images the teachers have made, or draw their own images to identify what elements of culture they learned about. (If the student prefers, he/she can tell the teachers and have them write it for him/her.) The first part of the lesson will be heavily teacher-directed, having the teachers use the students’ suggestions to create the folktale’s plot. The teachers will circulate during the second part of the lesson (sentence formation and drawing an illustration) to help out students.

**3.    Outline of lesson:** Lesson from 1:00 – 2:00

Begin work as a class:

Students will come to the carpet in front of the smart board with their graphic organizers (#1).

**Introduction to the lesson:**

Introduction - (First part of lesson):

*We have been to the LMC to gather research about different cultures. Today we are going to use the things we learned to create a story.*

Point to smart board.

*We have written everyone’s name on the board, and we want each of you to name one thing they learned, and write it or draw it under their name. You can also use one of the pictures at the bottom of the screen; and drag it under your name. Look at your graphic organizer for a clue.*

In groups of two, students come up the board and draw/write/say the cultural elementthey learned about.

**15 minutes**

**Mini-lesson – (still as a class):**

After sharing what they learned, students will be asked to sit down. Teachers will stand up near the smart board.

*Now we are all going to all write a folktale together.*  *Everyone will write one page of the story and illustrate it. We will help you.*

Teachers will take whatever the students wrote up on the board and will begin to formulate a story, taking suggestions from the class (students must raise hands), drawing upon characteristics the students learned about in lesson 1. The teachers will write (underneath each student’s name) words and pictures that correspond to the page that he/she will write.

**15 minutes**

**Explore or experiment:**

Students will return to their desks, taking their graphic organizers (#1) with them, keeping the smart board in their vision in case they need referral. Teachers will pass out the second graphic organizer, which will be a simple page template. Students will work independently to write their sentence, with teachers circulating to provide help/guidance as necessary. If the student needs help, he/she will be able to look at the pictures and words on the smart board under his/her name. Once a student completes his/her sentence, he/she will show it to a teacher, and the teacher will ask,

*How did you use your cultural element as a part of your story? Why is it important? Etc.*

The teacher will then give him/her permission to go on and complete the illustration. At the end of the lesson, the teachers will collect the graphic organizers (both sets).

**25 minutes (students who do not complete the assignment will be given extra time)**

**Conclusion:**

We will remind students of the folktale characteristics and cultural elements we discussed as a class. We will discuss the next part of the lesson, which will be to use the completed graphic organizer (#2) to create an electronic version.

**5 minutes**

**Assessment (during and post lesson):**

Teachers will document whether or not student was able to draw a conclusion between his/her research to state a cultural element on the smart board.

Teachers will note whether or not that student incorporated that cultural element into his/her page of the folktale, and will assess the graphic organizers according to the rubric.